

RETHINKING FINANCING OF TEACHER EDUCATION TO ADDRESS THE ONGOING AND UPCOMING REFORMS IN EDUCATION SECTOR IN KENYA

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ABSTRACT

The demand for education coupled with the reforms in education sector, has necessitated production of man-power requisite in the Education sector. The teacher is the Human Resource required in implementing reforms in the education sector. The production of aforementioned resource can only be realized from the Teacher Education, through re-thinking of financing of Teacher Education. Financing of Teacher Education in Kenya is performed by the Government and private sector through various methods and sources. The sources of Financing include the Government, Private sector, Development partners, Households and Individuals, Communities and Harambees, Religious Organization among others. The Reforms that necessitate rethinking of Financing of Teacher Education include, change of Education system, the Competence Based Curriculum, Technological reforms in education, Global education reforms (EFA and MDG's Goal), among others. It is expected that, rethinking of financing the teacher education and the successful implementation of the said reforms will enable the state to, enhance the quality of teacher education, which will spearhead the production of skilled and knowledgeable Man-power, thus solving the labour market demands, This will subsequently ignite and stimulate the national economic growth and development, and eventually place the nation among the leading economies in the world.

Key Words:

Teacher:- Refers to a person who disseminate knowledge and skills to a learner

Education:- Refers to the process of receiving or giving systematic instructions especially at schools or university

Financing:- Refers to the process of providing funds to business activity, financial institution or providing capital to investors, business consumers etc.

Budget:- Refers to the estimation of revenue and expenses over a specified future period of

time and is usually compiled and re-evaluated on periodic basis.

Ratio: - Refers to quantitative relation between two amounts showing the number of Times one value contains or is contained within another.

Human capital: - Refers to the economic value of worker`s skills, knowledge and experience. It includes assets like education, training, intelligence, skills, health, etc.

INTRODUCTION

The ever increasing demand for education has necessitated the production of Human capital that is core to Education sector. Teacher Education in it totality is a crucial ingredient in the country`s socio-economic development, since it has spiral effect on nations economic advancement. The concept of teacher Education in Kenya, started way back before the nation gained self-rule. During pre-independence period, the missionaries and the church undertook the role of training teachers in various training centers (formal and informal). After the independence, the Government undertook the role of managing teacher Education through the established Teachers Training Colleges. In Kenya, Teacher Education is performed by both the Government and Private sector. Training is done at various levels from Certificate (P), Diploma, Degree and post graduate level. Certificate holders are modeled to teach at primary level while diploma and degree at secondary level, though the trend is changing, where the latter are engaged at primary level and Teacher Training Centers. Teacher Education in Kenya is Intensive on matters curriculum. At primary level the training does not involve specialization while at secondary level the training involves specialization.

In Kenya, financing of Teachers Education is skewed towards “supply side financing” rather than “Demand side financing”. This means financing of Education is not Demand Driven but “supply driven”. This implies that training of Teachers is not done on need basis but rather on other consideration. Financing of Teacher Education is done through various methods and from different sources, namely from the public coffers, households and individuals, communities and Harambees, religious organization, development partners, donor agencies among others.

A close examination of Kenya budget review indicates an entity that is a “heavy spender” from the country`s resource envelop. The Education sector is among the top most consumers of the national budget, as indicated by proceeding statistical abstract

Education Budget

Financial year

Ksh Billions

2017 – 2018	340
2018 – 2019	442
2019 – 2020	473

The table shows Kenya's education budget for financial year 2017 -2018 to 2019-2020. From the table it is evidently clear that spending in education has been increasing. Thus proper financial planning needs to be done in order to finance teacher education. This financing requires to be modeled in a way that will capture the various ongoing reforms at education sector. A Rational Comprehensive Model of Educational Planning fits in due to its various merits. Thus, the study is based on the rational comprehensive model. This planning model outlines the planning of financing of teacher education in order to address the ongoing reforms. According to this planning model, a number of actions or steps need to be put in place. Such actions include identification of policies, evaluation of policies, and implementation of policies and monitoring of the effects of those policies. This theory is of great usage in outlining the various educational plans and policies on education system in Kenya as well as policy formulation, formation and implementation of the ongoing reforms in education sector. Though, the opponents of this theory argues that it is based on certain assumptions and that the government must be rational and unitary for it to be implemented, the proponent finds it useful and worthy in describing the relationship between the financing of teacher education and ongoing reforms in Kenya. The following are the reforms that have necessitated the rethinking of financing teacher education in Kenya.

CHANGE OF EDUCATIONAL SYSTEM.

The Competence Based Curriculum (CBC)

Prior to independence, the curriculum was not properly managed and developed. Proper focus took place after independence, with the first commission on education and later with Mackay report on the presidential working party on the second university in Kenya. This led to the establishment of the 8:4:4 system of education, meaning 8 years in primary, 4 years in secondary and 4 years at university. This increased the budget for financing teacher education, as a result of the need to have of additional teachers, due to increased number of students at all levels of schooling. Thus, more teachers training college were established and additional man-power engaged in institutions of learning and education centers. This called for more funds to finance the infrastructural facilities and personal enrollment for the teaching and non-teaching staff.

The recent introduced curriculum, the Competence Based Curriculum, popularly known as CBC requires more financing than her predecessors. Initiated and actualized in the year 2018 and 2019 respectively, the CBC is expected to bring tremendous change in education sector in Kenya. The system is planned and intended to offer a holistic Education to the learners by way of identifying talents, abilities and potential that will boost learners' skills, knowledge and competences at production areas. The new system is meant to produce man-power that is knowledgeable, skilled and competitive at labour market. It is expected that the skilled man-

power development will solve both short-term and long-term labour problem in the ever competitive labour market both at local and international levels.

The CBC demands for an overhaul of the teacher education, Teachers need to be trained, and be at par with the new curriculum. Thus, the training methods at all levels will have to change. Infrastructural facilities are required and be in place to cater for the change of curriculum.

At institutional level, more teaches will be required at early childhood level, in primary level and more-so at secondary level of Education to cater for the eminent structural changes, which have increased demand for classes, lecture halls, and teacher student contact hours.

The structural shift in curriculum from the previous 8:4:4 to the 2:6:3:3:3 demands more financing on teachers education to meet the needs for the increased number of students, infrastructural facilities and in-service courses for trainers and induction of teachers and educational officers. This is therefore means that stakeholder in education need to reflect on this critical issues so that the new curriculum is successfully implemented.

Technological Reforms

Technology advancement also demands for rethinking on financing teachers' education. Global technological advancement has placed the entire teacher almost absolute. The acquisition and consumption of technology by the learners and the teachers requires serious thinking in the way teachers are trained. This means that teachers' education must be at tandem with the modern technology. The use of computers and digital devices in teaching and learning situation has changed and challenged the traditional methods of delivery and dissemination of knowledge. The teacher of today must be proficient in matters ICT in order to deliver effectively and efficiently in a classroom or lecturer hall situation. This calls for additional financing both at teachers training college and at school level, Modern infrastructural facilities need to be procured to facilitate the training and dissemination of skills and knowledge to the leaner.

Global Reforms in Education. (EFA & MDG's Goals)

The global reforms in education demand rethinking on teacher's education financing. Declaration such as Education for All (EFA Goals) the Millennium Development Goals (MDG goal) as well as universal and compulsory free education has caused changes in teacher education. The aforesaid reforms not only have brought changes in transition rate at all levels of education but also have changed the perception and attitude on education increased in Gross enrolment (GER), the gross intake rate (GIR) and the Net Enrolment Rate (NER) as well Net Intake Rate (NIR) Graduation rate and Transition Rate requires for more financing at all level of schooling in addition to increase infrastructural resources required for the increased population of leaners and teachers. The afore-mentioned requires serious undertaking and rethinking since Kenya is a key member and signatory to international declarations on educational.

Changes in teaching learning environment also requires rethinking, Previously, teaching involved class centered teaching/ learning experience, where the leaner and the teacher physical

presence in class was highly valued. The present teaching and learning situation does not necessarily require physical presence of both the learner and the teacher. Modern means of coding and decoding like the electronic communication, bridges the geographical mobility between the learner and the teacher. This means the methodological aspect of knowledge dissemination must be at pace with the changing technology. To enable the afore-mentioned changes, more communication facilities are required for teaching and learning in addition to provision of more contact hours to pass knowledge and skills to both learners and stake holders in education

Data Management Reforms

Structural reforms in education in Data Management such as data gathering, analysis and management, like the National Education Management Information System, (NEMIS) and the Bio-registration of persons (*Huduma number*) calls for rethinking of teacher education. NEMIS in particular is very crucial and core in education management. The information collected and analyzed is of paramount importance to all stakeholders in Education especially on matters planning and budgeting. In addition NEMIS deters misappropriation and embezzlement of funds at all institutions of learning that derive capitation from the state department of education. The said reforms also reduces the wastage rate, it ensures learners are schooling at the recommended age and time, thus reducing double entry, repeaters rate and opportunity cost due to time taken in schools. This implies that the role of teachers' education is critical since the teacher is an agent of change and independent variable in the whole process of teaching and learning thus more inputs on Teacher Education Financing need not be underestimated.

ICT Reforms in Education Sector

The I C T reforms clearly demands for rethinking of financing Teacher Education, the on-going global information communication and technological changes demands that the teacher be empowered in terms of skills and knowledge. This can only happen at training centers through teacher education. The teacher as agent of change requires requisite skills, knowledge and equipment to disseminate the same to the learner. The current fiscal reforms in our financial institution like online banking and services and other cashless financial transaction requires the person to possess the necessary electronic and digital skills. These skills and knowledge emanate from the teacher and secured through teacher education. Thus, the educationists and planners of teacher education must reflect on financing teacher education in order to factor in the sighted reforms which their impact trickles down to the ordinary Kenyan.

Thus, the teacher education and the teacher as the focal point and independent variable in the process of dissemination of skills and knowledge need to be empowered. The teacher is the agent of change and a product of teacher education. This implies that, the teachers' education is the independent variable in the process of schooling. For a successful implementation of holistic teacher education that addresses the upcoming and ongoing reforms, the planners need to re-look and re-think of financing of teacher education. This will enable the country to "take off" economically and be counted among the leading Economies in the world.

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